DOCUMENT RESUME

ED 338 091 FL 019 828

TITLE The German Language Arts Program Curriculum Objectives: Kindergarten-Grade 6 for Milwaukee Public Schools' German Immersion Programs.
INSTITUTION Milwaukee Public Schools, Wis.
PUB DATE 87
NOTE 114p.; For the French immersion language arts program, see FL 019 835.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Curriculum; Elementary Education; FLES; *German; *Immersion Programs; Kindergarten; *Language Skills; Listening Skills; Literature Appreciation; *Second Language Learning; Study Skills; Vocabulary Development; Writing Skills
IDENTIFIERS Milwaukee Public Schools WI

ABSTRACT

Curriculum objectives are detailed for the Milwaukee German Language Arts Program in the German Immersion Program. The report is based on the English Language Arts Program in the Milwaukee Public Schools. The philosophy of the program is to use the second language as both the tool and object of instruction. The curriculum indicates what is expected of students at the kindergarten through grade 6 levels if they are to be considered educated communicators. Curriculum areas include: language/ building sentences; word power; maintaining usage and manuscript skills; composing; other writing experiences; comprehending literature; oral language and listening skills; and utilizing study skills. (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED338091

milwaukee public schools

THE GERMAN LANGUAGE ARTS PROGRAM CURRICULUM OBJECTIVES

KINDERGARTEN - GRADE 6

FOR

MILWAUKEE PUBLIC SCHOOLS' GERMAN IMMERSION PROGRAM

1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Anderson, Helen
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL019828

BEST COPY AVAILABLE

ACKNOWLEDGMENT

Special appreciation is expressed to the following Immersion teachers for their contributions in producing this guide: Helene Gyarmaty, Irmgard Braun, Karin Ramskugler, Doris Krauth, Theresia Tarjan, Clara Fairfax, Trudy Munding, Heidi Haeberli and David Rachlin.

Mary Buchert
Program Coordinator
82nd Street School German Immersion Program

Helena Anderson Curtain
Curriculum Specialist, Foreign Languages
Department of Elementary and Secondary Education

Glenda Landon
Executive Director
Department of Elementary and Secondary Education

William Larkin
Assistant Superintendent
Division of Curriculum and Instruction

Lee R. McMurrin
Superintendent of Schools

INTRODUCTION

This curriculum publication sets forth the objectives of the German Language Arts Program in the German Immersion Program from the kindergarten through sixth grade level. It is based on the English Language Arts Program Objectives used in the elementary grades in the Milwaukee Public Schools.

Although the philosophy of the Immersion Program is to use the second language (in this case, German) as a tool of instruction, the second language must, nevertheless, also be the object of instruction. If students have mastered a language arts objective in the second language, it is not necessary to entirely reteach the same skill in English. Instead, the teacher should focus on the areas of interference between the two languages. In the German Program, for example, the teachers must point out the differences in the writing of dates, the format and punctuation in a friendly or business letter, and capitalization of nouns.

The curriculum is prescriptive in that it indicates what is expected of students at these grade levels if they are to be considered educated communicators. Objectives marked by an asterisk (*) are considered grade level expectations. Many of these repeat for review, expansion and refinement in subsequent grades. Of course, unmarked objectives are also to be taught in order to present a full and enjoyable language arts program.

The entire German language arts curriculum objectives are presented in one publication so that teachers can readily perceive what precedes and follows their grade level, what to expect of students, and where to take them. The elements of the language arts program are divided into eight strands, and each grade level contains elements of these strands. While all of the strands are listed separately, there is no intention to indicate they be used in sequence or individually. Language instruction should be an integrated learning, not a segmented one. Therefore, all aspects should be taught cohesively.

Materials used to implement the German Language Arts Program are most often teacher-made and/or collected from many sources. The Annotated Bibliography of German Materials Used at the Milwaukee Public Schools' German Immersion Program lists the commercially available sources of German language arts materials used at the various grade levels.

Mary Buchert
Program Coordinator

milwaukee public schools
Division of Curriculum and Instruction
Department of Elementary and Secondary Education

PLEASE RETURN TO
CAL/CLEAR MATERIALS CENTER

THE GERMAN IMMERSION LANGUAGE ARTS PROGRAM K-6

KINDERGARTEN

LANGUAGE/BUILDING SENTENCES

The student will:

Develop Language Concepts.

* -- Associate the printed symbols with illustrations of an experience.
* -- Recognize that what he/she has expressed orally can be recorded in print form.

Develop Sentence Sense.

* -- Be encouraged to speak in correct word order sentences in controlled situations.
* -- Become aware of sentence development in a classroom setting that emphasizes storytelling, nursery rhymes, discussion of experiences, and other related activities.
* -- Become aware of the following sentence patterns:

S + V	Er lacht.
S + V + Adv	Er lacht laut.
S + LV + Adj	Der Ball ist rot.
S + V + Obj	Er bringt das Buch.
Adv + V + S	Heute spielt er draußen.
S + Modal + ... + Inf	Er kann draußen spielen.
S + haben + O + Past Part	Er hat das Buch gebracht.
S + sein + Past Part	Er ist gekommen.

* -- Become aware of the above sentence patterns in their negative forms using:

S + V + nicht	Er lacht nicht.
S + Modal + nicht + ... + Inf	Er kann nicht draußen spielen.
S + haben + O + nicht + Past Part	Er hat das Buch nicht gebracht.
S + sein + nicht + Past Part	Er ist nicht gekommen.
S + LV + kein + Pred Nom	Er ist kein Engel.
S + V + kein + O	Er hat kein Buch.
nichts	
nie	
niemals	
niemand	

* -- Become aware of the above sentence patterns in their interrogative forms using:

1. inversion (V + S)	Kommt er?
2. inflection	Er kommt?
3. question words:	

Wer	Woher	Welch- (e, er, es, en, em)
Warum	Wohin	
Wie	Was	
Wo	Wann	

4. statement + "nicht wahr?"

* -- Become aware of sentence patterns in their imperative forms using:

V	Komm!
V + reflexive pronoun	Setz dich!
V + O	Bring das Buch!

Develop Sentence Building.

* -- Name and describe: die Gegenstande, die Personen, die Tiere.
* -- Respond in oral language situations using common and frequently used German expressions. (See Appendix C.)

Develop Sentence Patterns.

* -- Recognize the two-part nature of sentences: simple subject and simple predicate.

Er // geht.

Develop Understanding of Form Classes.

* -- Learn exact names of persons, places, objects. (See Appendix 1.)
* -- Associate words with their actions. (See Appendix 2.)
* -- Use interesting new and descriptive words heard in different sentences.

Develop Sequence of Alphabet.

* -- Recognize the sequence of the alphabet.

KINDERGARTEN

WORD POWER

The student will:

Develop Language Concepts Through Use of Personal Names:

* -- Recognize and say his/her name with expression. "Ich heiße _____."
* -- Identify and name special people in school:
  der Lehrer, die Lehrerin
  der Schulleiter, die Schulleiterin
  die Sekretärin
  der Assistent, die Assistentin
  der Aushilfslehrer, die Aushilfslehrerin
  der Hausmeister
  die Köchin
* -- Identify special community workers:
  der Feuerwehrmann
  der Polizist
  der Busfahrer
  der Arzt
  der Zahnarzt
  die Krankenschwester

Develop Language Concepts Through Use of Special Words.

* -- Identify and name the colors: rot, grün, orange, blau, gelb, violett, (lila), braun, schwarz, rosa, weiß, grau
* -- Identify and name the shapes: der Kreis, das Dreieck, das Rechteck, das Quadrat (Viereck)
* -- Follow the directions: Mach ein X auf ..., Mach einen Kreis um ..., Mach eine Linie von ... zu ...
* -- Identify the positions: hinauf, hinunter, uber, unter, um, herum, auf, an, hinter, in, zwischen, neben
* -- Identify the position: oben, in der Mitte, unten, links, rechts, vor, hinter
* -- Identify the positions: der Erste, der Mittlere, der Letzte, der Nächste
* -- Name the days of the week in order (see Appendix 1).
* -- Discuss the months of the year (see Appendix 1).
* -- Appropriately use words describing weather (see Appendix 1).
* -- Act out street safety situations and appropriately use safety words: Halt, Stop, Gehen, Vorsicht
* -- Use expressions of courtesy: Bitte, Bitte schön, Danke, Danke schön, Vielen Dank, Entschuldigung, Darf ich ... ?
* -- Identify the time concepts: gestern, heute, morgen

Develop Language Concepts Through Use of Word Categories.

* -- Name pictures of objects.
* -- Identify objects that go together.
* -- Classify objects according to category labels.
* -- Understand words in the appropriate comparative or superlative form: gut, besser, am besten; laut, lauter, am lautesten
* -- Name opposites (see Appendix 1).

Develop Language Concepts Through Understanding of Word Functions.

* -- Begin to identify words with their functions: Dingwörter, Tunwörter.

KINDERGARTEN

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Use Correct Usage.

* -- Respond using the correct tense of verb (present, simple past of haben & sein, present perfect, future-Morgen bringe ich ...).
* -- Will suggest describing words for a given picture.
* -- Use and identify words that describe feelings (see Appendix 1).
* -- Use imagination to create visual images.
* -- Use words that describe objects.
* -- Use appropriate language for classroom environment: Use "Sie" form when appropriate.

Develop Understanding of Conventions and Mechanics.

* -- Trace/draw known shapes.
* -- Write known letters (upper/lower case).
* -- Write own name.
* -- Write known numerals.
* -- Follow directions for marking answers.
* -- Write name and numerals in left to right progression.

KINDERGARTEN

COMPOSING

The student will:

Engage in Composing Experiences.

* -- Dictate statements related to an experience.
* -- Dictate statements related to a painting or drawing.
* -- Tell a story using a hand puppet.
* -- Dictate the directions for (from) a cooking experience (apple sauce, making butter) as a group.
* -- Dictate "thank you" letters, "get well" letters (cards) individually or as a group.

Note: At the kindergarten level, the students will be encouraged to dictate in German but will also be allowed to dictate in English with the teacher translating and recording only German.

Understand Relationships in Written Forms.

* -- Understand the concept of a recorded sentence of an experience as dictated by students.
* -- Understand the concept of a recorded sentence used to give information.
  Wir sind in der Bibliothek.
  Wir sind in der Turnhalle.
* -- Understand the concept of a recorded phrase to give information.
  kleine Formen, große Formen
* -- Understand the concept of the recorded word as denoting an object or name.
  die Namenkarten, die Farbenwörter, die Buchecke
* -- Understand the concept of an individual printed letter (alphabet books, cards, dimensional letter shapes).

KINDERGARTEN

OTHER WRITING EXPERIENCES

The student will:

Develop Creative Thoughts in Recorded Writing.

* -- Dictate thank you letters individually.
* -- Dictate meaningful sentences/phrases to use with his/her activity.
("This is Mary's clay work." "Keep out." "My train." "Kevin")

Note: At the kindergarten level, the students will be encouraged to dictate in German but will also be allowed to dictate in English with the teacher translating and recording only in German.

KINDERGARTEN

COMPREHENDING LITERATURE

The student will:

Understand Story Element.

* -- Follow a story-picture sequence while listening to a story/rhyme/poem.
* -- Listen for details.
  -- Recite parts of rhyme/poem/story.
* -- State the main ideas of a rhyme/poem/story (in English or German).
  -- Discuss feelings after hearing a story/poem (in English or German).
* -- Recall story events in sequence (in English or German).

Experience Types of Literature.

* -- Listen to nursery rhyme for enjoyment.
* -- Recite and act out a nursery rhyme.
* -- Listen to fairy tales/folk tales.
* -- Listen to realistic fiction.
* -- Discuss information read to him/her related to activity/experience (in English or German).
* -- Listen to a story for enjoyment.

Experience Technique and Elements of Style.

* -- Listen to a poem (story) and discuss key descriptive words (phrases).
* -- Discuss the probability of reality/fantasy (in English or German).
* -- Distinguish between make-believe and realistic situations.
  -- Recall words/phrases that rhyme.

The Directed Reading Lesson Approach.

* -- Comprehend literature through use of directed reading lesson.
  (See Appendix C of "The English Language Arts Program" - MPS.)

KINDERGARTEN

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Listening Skills.

* -- Listen with common courtesy, waiting one's turn, listening to the speaker.
* -- Follow oral directions.
* -- Recognize rhyming words.
* -- Recall sequence of story/poem after hearing it read.

Develop Speaking Skills.

* -- Become aware of correct pronunciation of German sounds with special emphasis on those represented by the letters: ö, ü, ch, l, r.
* -- Speak so everyone can hear.
* -- Speak in complete sentences in controlled situations.
* -- Discuss a topic, event or experience with guidance for clarity of articulation, sequence, and correct description of the actions (in English or German).

Participate in Creative/Dramatic Experiences.

* -- Role play an experience.
  -- Portray a character of a story in a dramatization.
* -- Understand non-verbal expressions (smiles, frowns, hand clapping, wink).
* -- Tell a story, sing a song, or recite a poem.

Use Appropriate Language for Classroom Conversation.

* -- Become aware of appropriate language for classroom conversation:
  Use "Sie" form when appropriate.

KINDERGARTEN

UTILIZING STUDY SKILLS

The student will:

Understand Basic Location Aids.

* -- Locate the cover of a book.
* -- Understand the title page (der Titel, der Autor).
* -- Understand der Anfang, die Mitte, das Ende of a story.

FIRST GRADE

LANGUAGE/BUILDING SENTENCES

The student will:

Develop Language Concepts.

* -- Associate the relation of printed symbols to illustrations of an experience:
  * - Be able to associate the printed symbol with illustrations of an experience.
  * - Circle the sentence which describes the picture.
* -- Acquire a basic vocabulary in German (see Appendix 1).

Develop Sentence Sense.

* -- Recognize word order:

  * - Active oral use of words in the following sentence patterns:

S + V	Er lacht.
S + V + Adv	Er lacht laut.
S + LV + Adj	Der Ball ist rot.
S + V + Obj	Er bringt das Buch.
Adv + V + S	Heute spielt er draußen.
S + Modal + ... + Inf	Er kann draußen spielen.
S + haben + O + Past Part	Er hat das Buch gebracht.
S + sein + Past Part	Er ist gekommen.

  * - Rearrange groups of words to form sentences.
* -- Distinguish between sentence/non-sentence:
  * - Understand that a sentence is a group of words that makes sense together.
  * - Distinguish between complete and incomplete sentences.

Develop Sentence Building.

* -- Refine the identification and naming pictured "die Personen, die Tiere, Tunwörter."
  * - Name pictures of objects.
* -- See word/picture relationship:
  * - Identify the names of objects as "Hauptwörter" or "Dingwörter."

Develop Sentence Building. (continued)

* -- Refine complete sentence responses:
  * - Write the names of pictured objects.
  * - Write the names of objects and use them in complete sentences.
  * - Dictate original sentences.
  * - Make up sentences about objects.
* -- Identify kinds of sentences:
  * - Distinguish between "Satz und Frage."
  * - Understand that a question is another kind of sentence.
* -- Recognize and form questions with:
  * - Inversion (V + S) — Kommt er?
  * - Inflection — Er kommt?
  * - Question words:

Wer	Woher	Welch- (e, er, es, en, em)
Warum	Wohin	
Wie	Was	
Wo	Wann	

  * - Become aware of the following question words: Wofur, Wozu, Wieso, Wessen.
* -- Recognize and use negative forms.
* -- Recognize and use imperative forms:

V	Komm!
V + reflexive pronoun	Setz dich!
V + O	Bring das Buch!
V + Indirect Obj + Direct Obj	Bring mir das Buch!

Develop Sentence Patterns.

* -- Refine two-part nature of sentences:
  * - Distinguish action words from naming words.
  * - Identify action words and naming words.
  * - Classify words according to category labels (Tunwörter, Hauptwörter).
  * - Use action and naming words in complete sentences.

Develop Understanding of Form Classes:

* -- Recognize nouns:
  * - Distinguish between singular and plural nouns.
  * - Distinguish plural nouns with "die + Plural."
  * - Understand that all nouns are capitalized.
  * - Identify masculine, feminine and neuter nouns.
  * - Recognize "gehören" to show possession.
* -- Recognize verbs:
  * - Identify and use action words (Tunwörter).
  * - Use action form that agrees with subject. (In writing, use correct form of verb for 1st and 3rd person singular and plural, present tense, regular verbs: e, en, t, en.
  * - Distinguish between action words in present and present perfect: "haben" or "sein" + past participle
* -- Recognize adjectives and adverbs:
  * - Suggest describing words for a given picture.
  * - Dictate sentences using describing words.
  * - Identify describing words in written form (Wiewörter).
  * - Become aware of masculine, feminine and neuter forms of adjectives.
* -- Recognize conjunctions:
  * - Recognize that words and groups of words can be joined.
  * - Oral use of: und, oder, aber, denn, bis, daß.
  * - Aural recognition of: bevor, eher, obwohl, als, weil, während, nachdem, wann.
* -- Recognize pronouns:
  * - Recognize that pronouns can replace nouns without changing the meaning of sentence:
    personal pronouns: ich, du, er, sie, es, wir, ihr, Sie, sie.
    possessive pronouns: mein, dein, sein, ihr, sein, unser, euer, Ihr, ihr.
    indefinite pronouns: jemand, niemand, alle(s), etwas.

Develop Sequence of Alphabet.

* -- Recognize the sequence of the alphabet.
* -- Supply missing letters in alphabetical sequence.
* -- Alphabetize words according to the first and second letters.

FIRST GRADE

WORD POWER

The student will:

Refine Language Concepts.

* -- Maintain and extend understanding of personal names.
* -- Maintain and extend understanding of special words.
* -- Maintain and extend understanding of word categories.
* -- Maintain and extend understanding of word functions.

Develop Understanding of Synonyms.

* -- Recognize that some words have similar meanings.

Develop Understanding of Antonyms.

* -- Recognize that some words have opposite meanings.

Develop Understanding of Multiple Meanings.

* -- Recognize that a word may have more than one meaning. (I can (verb) sing. I bought a can (noun) of soup.)

FIRST GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Use Correctly Various Form Classes.

* -- Make effective use of verb forms.
    * - Understand and use orally:
        Present tense of regular verbs, modals, sein & haben
        Simple past tense of sein
        Present perfect
        Future (Morgen bringe ich ...)
    * - Recognize these verb tenses: simple past and future.
* -- Make effective use of adjectives.
* -- Make effective use of adverbs.
* -- Make effective use of pronouns as noun substitutes.

Use Appropriate Language for Classroom Environment.

* -- Develop language appropriate for classroom work.
    * - Use "Sie" form when appropriate.
    * - Use "Entschuldigung" in appropriate situations.

Develop Conventions and Mechanics.

* -- Understand relationship between oral and written expression.
* -- Use correct punctuation:
    * - Period.
    * - Question mark.
    * - Exclamation mark.
* -- Use comma correctly.
* -- Understand use of capitalization:
    * - Begin sentences with capital letter.
    * - Begin all nouns with capital letters.

Develop Handwriting Skills.

* -- Use manuscript form.

Develop Understanding of Spelling Patterns.

* -- Recognize spelling patterns drawn from German phonics.

FIRST GRADE

COMPOSING

The student will:

Understand Relationships in Written Forms.

* -- Recognize a sentence.
* -- Recognize a phrase.
* -- Recognize a word.
* -- Recognize a letter.

Understand and Use Sentence Variety.

* -- Understand and use declarative sentences.
* -- Understand and use interrogative sentences.
* -- Understand and use imperative sentences.
* -- Understand and use exclamatory sentences.

Use Principles of Good Writing.

* -- Develop paragraphs (as a group).
* -- Become aware of skills of organization, unity, continuity, clarity.

Begin Composing Experiences.

* -- Dictate and write experience stories.
* -- Dictate and write friendly letters.
* -- Dictate and write stories and poetry.
* -- Dictate and write reports.

FIRST GRADE

OTHER WRITING EXPERIENCES

The student will:

Develop Creative Writing Skills.

-- Create poems.
* -- Create stories.
-- Create riddles.

Expand Functional Writing.

-- Compose book reports.
* -- Compose invitations.
* -- Compose thank you letters.
* -- Compose friendly notes.

BEST COPY AVAILABLE

FIRST GRADE

COMPREHENDING LITERATURE

The student will:

Understand Story Elements.

* -- Become aware of characters (including traits, roles, and motives) as a group activity.
* -- Recognize setting, plot, tone-mood as a group activity.

Be Exposed to Types of Literature.

* -- Respond to biography.
* -- Respond to fable/folk/fairy tale.
* -- Respond to informational article.
* -- Respond to modern realistic fiction.
* -- Respond to myth and legend.
* -- Respond to drama.
* -- Respond to poetry.

Recognize Techniques and Elements of Style.

-- Respond to figurative and idiomatic language.
-- Recognize personification (human attributes portrayed by animals and objects).
* -- Recognize author's intent.
* -- Distinguish between reality and fantasy.
* -- Distinguish between fact and opinion.
* -- Distinguish between rhythm and rhyme.

Comprehend the Directed Reading Lesson Approach.

* -- Recognize literary elements in the reading lesson. (See Appendix C of "The English Language Arts Program"-MPS).

FIRST GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Listening Skills.

* -- Display an attitude of appreciation:
    * - Be attentive and courteous.
    * - Understand, appreciate, and enjoy prose and poetry.
* -- Follow directions.
* -- Identify rhyming words.
-- Recognize speech sounds in words.
* -- Recall story sequence, details, and action.
-- Obtain oral information from appropriate sources.

Develop Speaking Skills.

* -- Be encouraged to use correct pronunciation of German sounds with special emphasis on those represented by the letters: ö, ü, ch, l, r.
* -- Become aware of articulation skills:
    * - Enunciate clearly and distinctly.
    * - Speak loudly enough to be heard by audience.
    * - Develop a speaking rate that is neither hurried nor slow.
    * - Develop a pleasing voice.
* -- Speak in complete sentences.
* -- Use correct article (der, die, das) with words of frequent usage.
* -- Use most frequent structures correctly.
* -- Develop skill in describing:
    * - Action.
    * - Events.
    * - Animals.
    * - Objects.
    * - Feelings.
    * - Space/time relationship.
* -- Relay accurate messages.
* -- Give clear sentence response to questions.
* -- Participate in group discussions (large and small).
* -- Recite poetry, rhymes, jingles.

Develop Creative Dramatic Skils.

-- Role play the action of characters in stories and poems.
* -- Use non-verbal expressions (smiles, nods, glances, gestures):
- Pantomine stories, poems, television shows, telephone conversations.
* - Tell stories, songs, poems.
* - Dramatize events, situations, poetry.

Use Appropriate Language for Classroom Conversation.

* -- Develop and use language appropriate for classroom conversation.
* - Use "Sie" form when appropriate.
* - Use "Entschuldigung" in appropriate situations.
* - Be strongly encouraged to use German at all times.

FIRST GRADE

UTILIZING STUDY SKILLS

The student will:

Understand Basic Location Aids.

* -- Recognize Table of Contents.
* -- Recognize alphabetical order.

Become Aware of Information in Reference Sources.

* -- Recognize format of picture dictionary/glossary.

SECOND GRADE

LANGUAGE/BUILDING SENTENCES

The student will:

Develop Sentence Sense.

* -- Understand word order.
* -- Recognize the importance of word order to the meaning of the sentence.
* -- Rearrange groups of words to form sentences.
* -- Distinguish between sentence/non-sentence.
* -- Understand that a sentence is a group of words that expresses a complete idea.
* -- Distinguish between complete and incomplete sentence.
* -- Recognize run-ons/fragments:
    * - Identify run-on sentences (long, straggling sentences composed of several short sentences joined with "und").

Develop Sentence Building.

* -- Refine word/picture relationships.
* -- Refine complete sentence responses.
* -- Refine kinds of sentences:
    * - Distinguish between statements and questions.
    * - Recognize sentences that give commands.
* -- Construct simple noun/verb sentences.
* -- Continue development of question words (adding Womit, Worauf, Was für ein, Weshalb).
* -- Maintain and extend understanding of negative forms.

Develop Sentence Patterns.

* -- Refine understanding of two-part nature of sentences:
    * - Recognize the functions of sentence parts (who or what did what).

Develop Understanding of Form Classes.

* -- Recognize nouns:
  * - Identify nouns as names for persons, places, or things: "Hauptwörter" or "Dingwörter."
  * - Begin to form plural nouns with "die + Plural."
  * - Recognize and write nouns beginning with a capital letter.
  * - Identify nouns as masculine, feminine or neuter.
  * - Recognize and use the following ways of expressing possession:
    * - Begin use of "gehören." Das Buch gehört der Mutter.
    * - Use of possessive pronoun. Das ist ihr Buch.
* -- Recognize verbs:
  * - Identify and use action words (Tunwörter).
  * - Understand and use orally:

    Present tense of regular and frequently used irregular verbs
    Simple past tense of "sein"
    Present perfect tense
    Future adverbs with present tense ("Morgen bringe ich ...")

  * - Aural recognition of these verb tenses: simple past and future.
* -- Recognize and begin to use correct articles in nominative and accusative cases:
  * - Definite articles (der, die, das, den).
  * - Indefinite articles (ein, eine, einen).
* -- Recognize adjectives and adverbs:
  * - Identify and use describing words (Wiewörter).
  * - Begin to recognize masculine, feminine and neuter forms of adjectives.
* -- Recognize conjunctions:
  * - Recognize that words and groups of words can be joined.
  * - Oral use of: und, oder, aber, denn, bis, daß, weil.
  * - Aural recognition of: bevor, eher, obwohl, als, während, nachdem, wann, sondern, entweder ... oder, als ob, sobald, solange, sooft, wenn.
* -- Recognize pronouns:
  * - Recognize that pronouns can replace nouns without changing the meaning of a sentence.
  * - Recognize and use all subject (nominative) pronouns: ich, du, er, sie, es, wir, ihr, Sie, sie.
  * - Recognize and use the following direct object (accusative) pronouns: mich, dich, ihn, sie, es, uns.
  * - Recognize and use the following indirect object (dative) pronouns: mir, dir, uns.
  * - Recognize and use the following possessive pronouns in nominative and accusative cases: mein, dein, sein, unser.

Develop Sequence of Alphabet.

* -- Supply missing letters in alphabetical sequence.
* -- Alphabetize words according to the first and second letters.

SECOND GRADE

WORD POWER

The student will:

Refine Language Concepts.

* -- Maintain and extend understanding of personal names.
* -- Maintain and extend understanding of special words.
* -- Maintain and extend understanding of word categories.
* -- Maintain and extend understanding of word functions.

Refine understanding and Use of Synonyms, Antonyms, Compound Words, Root Words, and Suffixes.

* -- Recognize that synonyms are words that have similar meanings.
* -- Recognize that antonyms are words that have opposite meanings.
* -- Recognize that root words have no prefixes or suffixes.
* -- Recognize suffixes as word parts added to the end of root words.
* -- Recognize that some words have more than one meaning.

Develop Simple Word Origins.

-- Recognize simple word origins.

Develop Homonyms.

* -- Recognize homonyms as words that are pronounced the same but have different spellings and meanings.

SECOND GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Use Correctly Various Form Classes.

* -- Make effective use of verb forms.
* -- Establish effective agreement between verb and its subject.
  (In writing, begin to use correct form of verb in present + present perfect tenses.)
* -- Make effective use of comparative adjectives.
* -- Establish effective placement of adverbial modifiers.
* -- Make effective substitution of pronouns for nouns.

Use Appropriate Language for Classroom Environment.

* -- Develop language appropriate for classroom work.
  * - Use "Sie" form when appropriate.
  * - Use "Entschuldigung" in appropriate situations.

Develop Understanding of Conventions and Mechanics.

* -- Refine relationship between spoken German and writing skills of capitalization and punctuation.
* -- Use correct punctuation:
  * - Period (after some abbreviations; after statements).
  * - Question mark.
  * - Exclamation mark (after commands; after greeting in letters).
  * - Comma.
  - Quotation marks („ ... ") (short titles, quotations).
  - Colon (before direct quote).
  - Hyphen (separating syllables).
* -- Use abbreviations correctly (Frl., Jan., Feb.).
* -- Understand use of capitalization:
  * - Begin sentences with capital letter.
  * - Begin all nouns with capital letters.
  - Begin first word in titles.

Develop Handwriting Skills.

* -- Use manuscript form.
* -- Begin transition from manuscript to cursive form (at end of year).

Develop Understanding of Spelling Patterns.

* -- Recognize spelling patterns drawn from German phonics.

SECOND GRADE

COMPOSING

The student will:

Understand and Use Sentence Variety.

* -- Use declarative sentences.
* -- Use interrogative sentences.
* -- Use imperative sentences.
* -- Use exclamatory sentences.

Use Principles of Good Writing.

* -- Develop paragraphs:
    * - Select a topic.
    * - Identify related events.
    * - Order events in chronological sequence.
    * - Write a title.
    * - Write a beginning sentence.
    * - Follow a plan for writing.
    * - Write an ending.
* -- Use skills of organization, unity, continuity, clarity.

Engage in Composing Experiences.

* -- Compose experience stories.
* -- Understand parts of friendly letters.
* -- Write friendly letters (and addresses).
  -- Compose poetry.

Use Symbols of Correction.

* -- Proofread compositions.
* -- Edit compositions.
* -- Rewrite rough drafts.

SECOND GRADE

OTHER WRITING EXPERIENCES

The student will:

Develop Creative Writing Skills.

-- Create poems.
* -- Create stories.
-- Create riddles.

Expand Functional Writing.

* -- Compose messages.

SECOND GRADE

COMPREHENDING LITERATURE

The student will:

Understand Story Elements.

* -- Recognize characters (including traits, roles, and motives).
* -- Recognize setting, plot, tone-mood.

Be Exposed to Types of Literature.

* -- Respond to biography.
* -- Respond to fable/folk/fairy tale.
* -- Respond to historical fiction.
* -- Respond to informational article.
* -- Respond to modern realistic fiction.
* -- Respond to myth and legend.
* -- Respond to drama.
* -- Respond to poetry.
* -- Respond to science fiction.

Recognize Techniques and Elements of Style.

-- Respond to figurative and idiomatic language.
-- Recognize personification.
* -- Recognize author's intent.
* -- Distinguish between reality and fantasy.
* -- Distinguish between fact or opinion.
* -- Distinguish between rhythm and rhyme.
-- Respond to imagery.

Comprehend the Directed Reading Lesson Approach.

* -- Recognize literature elements in the reading lesson. (See Appendix C of "The English Language Arts Program"-MPS.)

SECOND GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Listening Skills.

* -- Display an attitude of appreciation:
  * - Be attentive and courteous.
  * - Understand, appreciate, and enjoy prose and poetry.
* -- Follow oral directions:
  - Maps.
  - Poems.
  * - Teacher-designed activities.
  * - Specific tasks.
* -- Identify rhyming words in poetry.
* -- Recognize speech sounds in words (initial, final).
* -- Expand vocabulary and usage skills.
* -- Recall story sequence, details, and action.
* -- See and feel pictures painted with words:
  * - Discriminate between significant and insignificant detail.
  * - Retell a story.
  * - Obtain oral information from appropriate sources (teacher, other persons, recordings).

Develop Speaking Skills.

* -- Develop correct pronunciation of German sounds with special emphasis on those represented by the letters: ö, ü, ch, l, r.
* -- Develop articulation skills:
  * - Become aware of the effect volume, pitch, tone, and inflection have on feelings.
* -- Speak in complete sentences.
* -- Contrast:
  * - Actions.
  * - Events.
  * - Animals.
  * - Objects.
  * - Feelings.
  * - Space/time relationship.
* -- Relay accurate messages.

Develop Speaking Skills. (continued)

* -- Give clear sentence response to questions.
* -- Participate in group discussion:
    * - Stories.
    * - Story elements.
    * - Story problems.
    - Titles.
* -- Recite poetry, rhymes, jingles, stories (parts of).
-- Present book reports.

Develop Creative Dramatic Skills.

* -- Role play action of characters in stories and poems.
-- Use non-verbal expressions, including pantomime.
* -- Tell stories, songs, poems.
* -- Dramatize events, situations, poetry.

Use Appropriate Language for Classroom Conversation.

* -- Develop and use language appropriate for classroom conversation:
    * - Use "Sie" form when appropriate.
    * - Use "Entschuldigung" in appropriate situations.
* -- Recognize that there are dialectical differences in German.
* -- Use German at all times except for subjects specifically taught in English.

SECOND GRADE

UTILIZING STUDY SKILLS

The student will:

Understand Basic Location Aids.

* -- Use Table of Contents.
* -- Develop skills of alphabetizing.
* -- Locate page numbers.

Use Standard Book Features.

* -- Develop skills in the use of graphic aids (maps, pictures).

Use Information in Reference Sources.

* -- Recognize and use dictionary/glossary: guide words, entry word, definitions, pictures.
* -- Understand classifying.

BEST COPY AVAILABLE

THIRD GRADE

LANGUAGE/BUILDING SENTENCES

The student will:

Refine Understanding of Sentence Sense

* -- Recognize word order:
  * - Understand that the order in which words are arranged in a sentence is important to the meaning of the sentence.
* -- Distinguish between sentences and non-sentences:
  * - Identify complete sentences.
  * - Arrange groups of words to make sensible sentences.
* -- Recognize run-on sentences:
  * - Understand that run-on sentences can be written with greater clarity.
  * - Restate/rewrite run-on sentences.
* -- Recognize sentence fragments:
  * - Restate/rewrite sentence fragments in complete sentences.

Refine Understanding of Sentence Building.

* -- Refine kinds of sentences:
  * - Identify/construct telling and asking sentences.
  * - Identify/construct sentences that give order or command.
  * - Recognize sentences that show strong feelings.
* -- Expand subject and predicate with modifiers:
  * - Expand noun/verb sentences by adding describing words:
    (Der Hund bellt.
    Der braune Hund bellt.
    Der braune Hund bellt im Haus.)
* -- Combine simple sentences:
  * - Combine sentences with use of pronouns:
    (Marie arbeitet im Laden.
    Marie spricht mit den Kunden.
    Marie arbeitet im Laden und sie spricht mit den Kunden.)

Refine Understanding of Sentence Building. (continued)

* - Combine sentences with use of "und" and commas:
  (Viele Tiere fessen Heu.
  Pferde fressen Heu.
  Kuhe fressen Heu.
  Elefanten fressen Heu.
  Pferde, Kühe und Elefanten fressen Heu.)
* - Combine sentences with use of coordinating conjunctions:
  (Er war nicht zu Hause.
  Sein Bruder war da.
  Er war nicht zu Hause, aber sein Bruder war da.)
* - Combine sentences with use of subordinating conjunctions:
  (Ich bin zu Hause.
  Ich bin krank.
  Ich bin zu Hause, weil ich krank bin.)

Recognize Sentence Patterns.

* -- Refine understanding of two-part nature of sentences:
  * - Identify nouns and verbs in simple sentences ("Hauptwörter" or "Dingwörter"/"Tunwörter").
  * - Construct simple noun/verb sentences.
  * - Recognize the function of the subject and predicate parts of sentences.

Recognize Form Clases.

* -- Identify nouns:
  * - Distinguish between singular and plural nouns.
  * - Distinguish between masculine, feminine and neuter nouns.
  * - Use "die + Plural" to form plurals.
  * - Recognize and write nouns beginning with a capital letter.
  * - Recognize and use the following ways of expressing possession:
    * - Use of "gehören + dative". Das Buch gehört der Mutter.
    * - Use of possessive pronouns. Das ist ihr Buch.
* -- Identify verbs:
  * - Recognize that subject-noun/verb-predicate agreement is important in clear communication (person and number).
  * - Recognize and use the following tenses of regular and frequently used irregular verbs: present, simple past, present perfect, future.

Recognize Form Classes. (continued)

* -- Identify adjectives:
  * - Recognize that adjectives tell more about nouns and pronouns.
  * - Recognize function and scope of adjectives (size, shape, color, condition).
  * - Use adjectives in written and spoken comparisons:
    (Regular: laut, lauter, am lautesten
    Irregular: gut, besser, am besten)
  * - Recognize and use possessive adjectives in nominative, accusative and dative cases: mein, dein, sein, ihr, unser, euer, sein.
* -- Identify adverbs:
  * - Recognize that adverbs tell more about verbs.
  * - Recognize that adverbs tell how, when, and where.
* -- Identify articles:
  * - Recognize and use definite articles in nominative, accusative and dative cases: der, den, dem, die, das.
  * - Recognize and use indefinite articles in nominative, accusative and dative cases: ein, einen, einem, eine, einer.
  * - Recognize and use the definite article in combination with prepositions: am, ans, ins, im, beim, vom, zur, zum.
* -- Recognize conjunctions:
  * - Recognize that words and groups of words can be joined.
  * - Oral and written use of: und, oder, aber, denn, bis, daß, weil, bevor, nachdem, als, wenn, ob.
  * - Aural recognition of: eher, obwohl, wahrend, sondern, entweder ... oder, als ob, sobald, solange, sooft.
* -- Identify pronouns:
  * - Recognize that pronouns can take the place of nouns.
  * - Restate sentences with pronouns as subjects. (Peter ist mein Freund. Er ist mein Freund.)
  * - Recognize and use subject (nominative) pronouns: ich, du, er, sie, es, wir, ihr, Sie, sie.
  * - Recognize and use direct object (accusative) pronouns: mich, dich, ihn, sie, es, uns, euch, Sie, sie.
  * - Recognize and use indirect object (dative) pronouns: mir, dir, ihm, ihr, ihm, uns, euch, Ihnen, ihnen.
  * - Recognize and use reflexive pronouns: mich, dich, sich, uns, euch, sich.
  * - Recognize and use demonstrative pronoun: dies-.
  * - Recognize and use relative pronouns: der, die, das.
  * - Recognize and use possessive pronouns in nominative and accusative cases: mein, dein, sein, ihr, unser, euer, ihr.
  * - Recognize and begin to use possessive pronouns in dative case.

THIRD GRADE

WORD POWER

The student will:

Refine Understanding and Use of Synonyms, Antonyms, Compound Words, Root Words, Suffixes, Homonyms and Word Origins.

* -- Recognize that synonyms are words that have similar meanings.
* -- Recognize that antonyms are words that have opposite meanings.
* -- Recognize and use the suffixes: -ung; -voll; -los; -heit; -lich.
* -- Recognize that some words have more than one meaning.
* -- Recognize homonyms as words that are pronounced the same but have different spellings and meanings.
  -- Recognize simple word origins.

Develop Understanding of Prefixes.

* -- Recognize prefixes as word parts added at the beginning of words that change the meanings of words:
  - Inseparable prefixes: be-; er-; ge-; un-; ver-.
  - Separable prefixes: ab; an; auf; aus; bei; her; hin; mit; nach; vor; zu; zurück.

THIRD GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Use Correctly Various Form Classes.

* -- Make effective use of verb forms.
* -- Make effective use of comparative adjectives.
* -- Establish effective placement of adverbial modifiers.
* -- Make effective use of pronoun agreement.

Use Appropriate Language for Classroom Environment.

* -- Develop language appropriate for classroom work.
    * - Use "Sie" form when appropriate.
    * - Use "Entschuldigung" in appropriate situations.

Develop Conventions and Mechanics.

* -- Refine relationship between spoken German and writing skills of capitalization and punctuation.
* -- Use correct punctuation.
    * - Period.
    * - Question mark.
    * - Exclamation mark.
    * - Comma.
    * - Quotation marks.
    - Colon.
* -- Use abbreviations correctly.
* -- Understand use of capitalization.

Develop Handwriting Skills.

* -- Write legibly in manuscript and cursive forms.

Develop Understanding of Spelling Patterns.

* -- Recognize spelling patterns drawn from German phonics.

THIRD GRADE

COMPOSING

The student will:

Understand and Use Sentence Variety.

* -- Use declarative sentences.
* -- Use interrogative sentences.
* -- Use imperative sentences.
* -- Use exclamatory sentences.

Use Principles of Good Writing.

* -- Develop paragraphs.
    * - Write main ideas in topic sentences.
    * - Tell more about main idea in related sentences (detail).
    * - Use sensory details.
* -- Use skills of organization, unity, continuity, clarity.
* -- Identify paragraphs, main ideas, details, and sequence of a story.

Engage in Composing Experiences.

* -- Develop beginnings and endings to stories.
* -- Plan and write stories from simple outlines (main idea outlines only).
* -- Understand parts of friendly letters.
* -- Compose friendly letters and addresses.
* -- Write summaries (most important points of story).
  -- Compose dramatic scenes and skits.

Use Symbols of Correction.

* -- Proofread written work.
* -- Edit compositions.
* -- Rewrite rough drafts.

BEST COPY AVAILABLE

THIRD GRADE

OTHER WRITING EXPERIENCES

The student will:

Develop Creative Writing Skills.

-- Create poems.
* -- Create stories.

Expand Functional Writing.

* -- Compose notes.
* -- Compose reports.
* -- Compose invitations.

THIRD GRADE

COMPREHENDING LITERATURE

The student will:

Understand Story Elements.

* -- Characters (including traits, roles, and motives).
* -- Recognize setting, plot, tone-mood.

Understand Types of Literature.

* -- Respond to proverbs.
* -- Respond to biography.
* -- Respond to fable/folk/fairy tale.
* -- Respond to historical fiction.
* -- Respond to informational article.
* -- Respond to modern realistic fiction.
* -- Respond to myth and legend.
* -- Respond to drama.
* -- Respond to poetry.
* -- Respond to science fiction.
* -- Respond to the tall tale.

Recognize Techniques and Elements of Style.

-- Respond to figurative and idiomatic language.
-- Recognize personification.
* -- Recognize author's intent.
* -- Distinguish between reality and fantasy.
* -- Distinguish between fact or opinion.
* -- Distinguish between rhythm and rhyme.
* -- Respond to imagery.

Comprehend the Directed Reading Lesson Approach.

* -- Recognize literary elements in the reading lesson. (See Appendix C of "The English Language Arts Program"-MPS.)

THIRD GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Develop Listening Skills.

* -- Display an attitude of appreciation:
  * - Be attentive and courteous.
  * - Understand, appreciate, and enjoy prose and poetry.
* -- Follow oral directions:
  - Maps.
  - Poems.
  * - Teacher-designed activities.
  * - Specific tasks.
* -- Identify rhyming words in poetry.
* -- Recognize the elements of German phonics and syllabification.
* -- Expand vocabulary and usage skills.
* -- Recall story sequence, details, and action.
* -- See and feel pictures painted with words:
  * - Discriminate between significant and insignificant detail.
  * - Retell a story.
  * - Obtain oral information from appropriate sources (teacher, other persons, recordings).
* -- Be able to transcribe in written form information presented orally through "Diktat."

Develop Speaking Skills.

* -- Refine correct pronunciation of German sounds with special emphasis on those represented by the letters: ö, ü, ch, l, r.
* -- Develop articulation skills:
  * - Understand the effect volume, pitch, tone, and inflection have on feelings.
* -- Speak in complete sentences.
* -- Contrast:
  * - Actions.
  * - Events.
  * - Animals.
  * - Objects.
  * - Feelings.
  * - Space/time relationship.

Develop Speaking Skills. (continued)

* -- Relay accurate messages.
* -- Conduct interviews.
* -- Present oral reports.
* -- Memorize poems.
* -- Express needs and wishes (Ich möchte, Ich hätte ... gern).
* -- Use terms of courtesy (Danke, Bitte, Darf ich ... ?).
* -- Give clear sentence response to questions.
* -- Participate in group discussion:
    * - Stories.
    * - Story elements.
    * - Story problems.
    * - Titles.
* -- Recite poetry, rhymes, jingles, stories (parts of), "Zungenbrecher."
  -- Present book reports.

Creative/Dramatic Skills.

* -- Role play action of characters in stories and poems.
* -- Use non-verbal expressions (pantomime).
* -- Tell stories, songs, poems, experiences.
* -- Dramatize events, situations, poetry, plays, choral reading.

Use Appropriate Language for Classroom Conversation.

* -- Develop and use language appropriate for classroom conversation.
  -- Recognize that there are dialectical differences in German.
* -- Use German at all times except for subjects specifically taught in English.

THIRD GRADE

UTILIZING STUDY SKILLS

The student will:

Use Basic Location Aids.

* -- Use Table of Contents.
* -- Apply skills of alphabetical order.
* -- Locate page numbers.
* -- Use index.

Use Standard Book Features.

-- Use graphic aids: maps, pictues, graphs (horizontal bar).

Use Information in Reference Sources.

* -- Use dictionary/glossary: guide words, entry word, definitions, picture, illustrative sentence/phrase, root words, inflected form/pronunciation.

Organize Information.

* -- Understand classifying.

Develop Technique and Rate for Purpose and Content.

* -- Become aware of need for rereading.

FOURTH GRADE

LANGUAGE/BUILDING SENTENCES
(Syntax and Rhetoric)

The student will:

Maintain Sentence Sense.

* -- Arrange words correctly in sentences.
* -- Name himself/herself last in compound constructions. (Peter und ich gehen zur Schule.)
* -- Avoid using run-on sentences.
* -- Avoid using sentence fragments.

Extend Sentence-Building Skills.

* -- Combine simple sentences by compounding subjects and compounding predicates.
* -- Combine simple sentences with use of coordinating conjunctions: und, aber, oder, denn.
* -- Combine simple sentences with use of subordinating conjunctions: als, bis, daß, nachdem, ob, weil, wenn.
* -- Identify kinds of sentences:
    * - Declarative (Aussagesatz).
    * - Interrogative (Fragesatz).
    * - Imperative (Befehl).
    * - Exclamatory (Ausrufesatz).
* -- Expand the subject and predicate with modifiers.

Recognize Sentence Patterns.

* -- Identify the simple subject and simple predicate.

Distinguish Among Form Classes.

* -- Identify plural nouns.
* -- Form plural nouns with "die + Plural."
* -- Identify singular nouns.
* -- Identify masculine, feminine and neuter nouns.
* -- Identify and write nouns beginning with a capital letter.

Distinguish Among Form Classes. (continued)

* -- Form possessives:
  * - Use of "gehören + dative." Das Buch gehört der Mutter.
  * - Use of possessive pronouns. Das ist ihr Buch.
* -- Identify verbs:
  * - Recognize and use the following tenses of regular and frequently used irregular verbs: present, simple past, present perfect, future.
  * - Recognize which verbs are used with helping verbs "haben" and "sein" in present perfect tense.
* -- Identify the derivation of contractions.
* -- Form contractions: am, ans, ins, im, beim, vom, zur, zum.
* -- Identify adjectives:
  * - Recognize and use correctly masculine, feminine and neuter adjectives.
  * - Use regular and irregular comparative forms of adjectives.
    (Regular: laut, lauter, am lautesten
    Irregular: gut, besser, am besten)
  * - Recognize and use possessive adjectives in nominative, accusative and dative cases: mein, dein, sein, ihr, unser, euer, sein.
  * - Recognize and use demonstrative adjectives (dies-, der, die, das).
* -- Identify adverbs.
* -- Identify articles:
  * - Recognize and use definite articles in nominative, accusative and dative cases: der, den, dem, die, das.
  * - Recognize and use indefinite articles in nominative, accusative and dative cases: ein, einen, einem, eine, einer.
* -- Identify pronouns:
  * - Recognize and use subject (nominative) pronouns: ich, du er sie es wir ihr Sie sie.
  * - Recognize and use direct object (accusative) pronouns: mich, dich, ihn, sie, es, uns, euch, Sie, sie.
  * - Recognize and use indirect object (dative) pronouns: mir, dir, ihm, ihr, ihm, uns, euch, Ihnen, ihnen.
  * - Recognize and use reflexive pronouns: mich, dich, sich, uns, euch, sich.
  * - Recognize and use demonstrative pronoun: dies-.
  * - Recognize and use relative pronouns: der, die, das.
  * - Recognize and use possessive pronouns in nominative, accusative and dative cases: mein, dein, sein, ihr, unser, euer, ihr.

FOURTH GRADE

DEVELOPING WORD POWER
(Morphology, Etymology, Semantics)

The student will:

Refine Language Concepts.

* -- Identify synonyms.
* -- Identify antonyms.
* -- Form antonyms using prefix "un."
* -- Use homonyms correctly.
  -- Develop an awareness of word origins.
* -- Identify root words.
* -- Identify and use prefixes:
    * - Separable prefixes: ab; an; auf; aus; bei; her; hin; mit; nach; vor; zu; züruck.
    * - Inseparable prefixes: be-; er-; ge-; un-; ver-.
* -- Add prefixes to change word meaning.
* -- Identify and use suffixes: -ung; -voll; -los; -heit; -lich.
* -- Add suffixes to change word meaning.
* -- Identify multiple meanings of words using the dictionary.
  -- Use clear, colorful nouns, verbs, adjectives, and adverbs.
* -- Extend his/her content area vocabulary development.

FOURTH GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Maintain Usage Skills.

* -- Use correct verb forms to agree with the subject of a sentence.
* -- Use the correct tense of verb forms in a sentence.
* -- Use adjectives correctly in a sentence.
* -- Use adverbs correctly in a sentence.

Maintain Appropriate Language for Classroom Environment.

* -- Use language appropriate for classroom work.
    * - Use "Sie" form when appropriate.
    * - Use "Entschuldigung" in appropriate situations.

Develop Awareness of Conventions of Punctuation and Capitalization.

* -- Understand the relationship between spoken German and writing skills of capitalization and punctuation (period, question mark, exclamation point, quotation marks, colon, apostrophe, hyphen, comma).
* -- Use the following punctuation correctly.
    * - Period at the end of declarative sentence.
    * - Period after some abbreviations, and to show ordinal numbers (den 10. Juni 1985).
    * - Question mark at the end of an interrogative sentence.
    * - Exclamation point at the end of an exclamatory and imperative sentence.
    * - Quotation marks to enclose direct quotations and short titles („ ... ").
    * - Colon before direct quotation.
    * - Apostrophe to show missing letters in words (geh'n; hab').
    * - Hyphen to separate syllables (single dash -, not =).
    * - Use commas correctly:
        * - Separate items in a series of three or more.
        * - After the salutation of a friendly letter.
        * - After the closing of a letter.
        * - To separate clauses in a sentence.

Develop Awareness of Convention of Punctuation and Capitalization. (continued)

* -- Capitalize the first word in a sentence.
* -- Capitalize all nouns.
  -- Capitalize the first word in a direct quotation.
* -- Capitalize the first word of the salutation and closing of a letter.
* -- Indent the first line of a paragraph.

Maintain Handwriting Skills.

* -- Use legible cursive handwriting.

Extend Spelling Skills.

* -- Use spelling skills drawn from German phonics.

FOURTH GRADE

COMPOSING

The student will:

Understand and Use Sentence Variety.

* -- Use the four kinds of sentences in compositions:
  * - Declarative (statement).
  * - Interrogative (question).
  * - Imperative (command).
  * - Exclamatory.

Participate in the Laboratory Process.

* -- Be introduced to the Laboratory Process for composition activities. (See Appendix A of "The English Language Arts Program"-MPS.)

Use Principles of Good Writing.

* -- Understand the definition of a paragraph.
* -- Identify and write topic sentences.
* -- Identify and write detail sentences.
* -- Understand the ordered development of a paragraph and of short compositions.
* -- Write organized paragraphs and short compositions.
* -- Write paragraphs and short compositions that have unity.
* -- Write paragraphs and short compositions that have continuity (logical sequence).
* -- Write with clarity.
* -- Use words that appeal to the imagination in writing.

Engage in Composing Experiences.

* -- Write topical paragraphs.
* -- Prepare short written composition on a "how to" process.
* -- Prepare a one-paragraph theme of travel directions including distance and direction.
* -- Compose a short autobiographical narrative.

Use Symbols of Correction.

* -- Be introduced to basic symbols of correction.
* -- Proofread written work (mechanics and usage).
* -- Edit written work (content).
* -- Rewrite written work to achieve an improved composition product.

FOURTH GRADE

OTHER WRITING EXPERIENCES

The student will:

Extend Creative Writing Skills.

-- Write poems.
* -- Write stories.
-- Write plays.
-- Develop comic strips.
-- Design greeting cards.

Extend Functional Writing Skills.

* -- Identify the parts of a friendly letter.
* -- Write friendly letters.
* -- Write invitations and replies.
* -- Write announcements.
* -- Write "Diktat."

FOURTH GRADE

COMPREHENDING LITERATURE (APPRECIATION)

The student will:

Understand Story Elements.

* -- Identify and react to the character traits, roles, and motives in a selection.
* -- Identify the setting of a selection.

Distinguish Among Types of Literature.

* -- Distinguish between autobiographies and biographies.
* -- Distinguish between animal stories and fables.
* -- Respond to folk and fairy tales.
* -- Respond to a variety of poems including the story-poem, literary ballad, and folk ballad.
* -- Respond to tall tales.
* -- Respond to the adventure story.

Appreciate Techniques and Elements of Style.

* -- Recognize exaggeration in literature.
  -- Recognize onomatopoeia in literature (rumble, click).
  -- Recognize alliteration (slowly, slush, slippery).
* -- Recognize flashback in literature.
* -- Recognize personification in literature.
* -- Recognize the point of view in literature (first person, third person).
* -- Distinguish between reality and fantasy in literature.
* -- Distinguish between fact and opinion in literature.
* -- Recognize rhythm and rhyme in poetry.
* -- Recognize humor in literature.

Comprehend the Directed-Reading Lesson Approach.

* -- Recognize and respond to the directed reading lesson in the presentation of literature. (See Appendix C of "The English Language Arts Program"-MPS).

FOURTH GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Maintain Listening Skills.

* -- Take accurate messages.

Maintain Speaking Skills.

* -- Continue to refine correct pronunciation of German sounds with special emphasis on those represented by the letters: ö, ü, ch, l, r.
* -- Demonstrate good articulation skills: pitch, stress, juncture (blending and connecting), clarity.
* -- Make introductions.
* -- Participate in discussions.
* -- Give book talks.

Develop Creative/Dramatic Skills.

* -- Interpret body language.
* -- Use body language.
* -- Speak expressively.
* -- Participate in choral reading.
* -- Dramatize a play.
* -- Dramatize a story.
* -- Demonstrate expressive oral reading for listener enjoyment.

Maintain Appropriate Language for Classroom Conversation.

* -- Use language appropriate for classroom conversation.
* -- Recognize that there are dialectical differences in German.
* -- Use German at all times except for subjects specifically taught in English.

BEST COPY AVAILABLE

FOURTH GRADE

UTILIZING STUDY SKILLS

The student will:

Understand and Use Basic Location Aids.

* -- Interpret page numbers in a table of contents and index.
* -- Use the table of contents.
* -- Understand and apply alphabetical order.
* -- Identify key words found in an index.
* -- Recognize main topics in an index.
* -- Recognize subtopics in an index.
* -- Interpret cross-reference in an index.

Understand and Use Dictionary/Glossary.

* -- Use guide words to determine if a word is on a page.
* -- Identify entry words.
* -- Understand multiple-word definitions.
* -- Understand that pictures illustrate some entry words.
* -- Understand that a sentence or phrase may be used to show word meaning.
* -- Reduce words containing suffixes to their root words.
-- Locate words in the dictionary when given inflected forms.

Understand and Use Encyclopedia.

* -- Identify entry words.
* -- Identify key words.
* -- Select the correct encyclopedia volumes in which to locate specific information.
* -- Use guide words to determine if a selected topic is on a page.

Organize Information.

* -- Classify notes under main topics.
* -- Summarize information putting main ideas in as few words as possible.
* -- Take notes on important facts from given information.
* -- Use correct form in outlining reports.

FIFTH GRADE

LANGUAGE/BUILDING SENTENCES
(Syntax and Rhetoric)

The student will:

Maintain Sentence Sense.

* -- Arrange words correctly in sentences.
* -- Avoid using run-on sentences.
* -- Avoid using sentence fragments.

Extend Sentence-Building Skills.

* -- Avoid sentence combining through excessive use of conjunctions.
* -- Identify kinds of sentences:
    * - Declarative (Aussagesatz).
    * - Interrogative (Fragesatz).
    * - Imperative (Befehl).
    * - Exclamatory (Ausrufesatz).
* -- Expand the subject and predicate with modifiers.

Recognize Sentence Patterns.

* -- Identify the subject and predicate (including understood subject).
* -- Recognize noun, verb, adjective, and adverb placement in sentence patterns.

Distinguish Among Form Classes.

* -- Identify plural nouns.
* -- Form plural nouns with "die + Plural."
* -- Identify singular nouns.
* -- Identify and write nouns beginning with a capital letter.
* -- Identify masculine, feminine and neuter nouns.
* -- Form possessives:
    * - Begin to use genitive case. — Das ist das Buch meiner Mutter.
    * - Use of "gehören + dative." — Das Buch gehört meiner Mutter.
    * - Use of possessive pronouns. — Das ist ihr Buch.

Distinguish Among Form Classes. (continued)

* -- Identify verbs:
    * - Recognize and use the following tenses of regular and irregular verbs: present, simple past, present perfect, future, conditional (wurden).
    * - Recognize which verbs are used with helping verbs "haben" and "sein" in present perfect tense.
* -- Identify the derivation of contractions.
* -- Form contractions: am, ans, ins, im, beim, vom, zur, zum.
* -- Identify adjectives.
* -- Identify nouns and pronouns that adjectives modify.
* -- Identify kinds of adjectives (which, what kind, how many).
* -- Identify adjective noun signals (articles).
* -- Identify adverbs.
* -- Identify verbs that adverbs modify.
* -- Identify kinds of adverbs (how, when, where).
* -- Identify pronouns.

FIFTH GRADE

LANGUAGE/BUILDING SENTENCES
(Syntax and Rhetoric)

The student will:

Maintain Sentence Sense.

* -- Arrange words correctly in sentences.
* -- Avoid using run-on sentences.
* -- Avoid using sentence fragments.

Extend Sentence-Building Skills.

* -- Avoid sentence combining through excessive use of conjunctions.
* -- Identify kinds of sentences:
    * - Declarative (Aussagesatz).
    * - Interrogative (Fragesatz).
    * - Imperative (Befehl).
    * - Exclamatory (Ausrufesatz).
* -- Expand the subject and predicate with modifiers.

Recognize Sentence Patterns.

* -- Identify the subject and predicate (including understood subject).
* -- Recognize noun, verb, adjective, and adverb placement in sentence patterns.

Distinguish Among Form Classes.

* -- Identify plural nouns.
* -- Form plural nouns with "die + Plural."
* -- Identify singular nouns.
* -- Identify and write nouns beginning with a capital letter.
* -- Identify masculine, feminine and neuter nouns.
* -- Form possessives:
    * - Begin to use genitive case. — Das ist das Buch meiner Mutter.
    * - Use of "gehören + dative." — Das Buch gehört meiner Mutter.
    * - Use of possessive pronouns. — Das ist ihr Buch.

FIFTH GRADE

DEVELOPING WORD POWER

The student will:

Refine Language Concepts.

* -- Substitute synonyms for words using the dictionary.
* -- Identify antonyms.
* -- Form antonyms using prefixes.
* -- Use homonyms correctly.
-- Develop broader awareness of word origins.
* -- Develop an awareness of derivational forms for words.
* -- Recognize the meaning of common prefixes.
* -- Recognize the meaning of common suffixes.
* -- Extend their content area vocabulary development.

FIFTH GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Maintain Usage Skills.

* -- Use correct verb forms to agree with the subject of a sentence.
* -- Use correct tense of verb forms in a sentence.
* -- Use adverbs correctly in a sentence.
* -- Use pronouns correctly in a entence.
* -- Distinguish between use of "nicht" and "kein" to form negation.

Maintain Appropriate Language for Classroom Environment.

* -- Use language appropriate for classroom work.

Maintain Conventions of Punctuation and Capitalization.

* -- Understand the relationship between spoken German and writing skills of capitalization and punctuation (period, question mark, exclamation point, quotation marks, colon, apostrophe, hyphen, comma).
* -- Use the following punctuation correctly.
    * - Period at the end of a declarative sentence.
    * - Period after some abbreviations, and to show ordinal numbers (den 10. Juni 1985).
    * - Question mark at the end of an interrogative sentence.
    * - Exclamation point at the end of an exclamatory and imperative sentence.
    * - Quotation marks to enclose direct quotations and short titles („ ... ").
    * - Colon before directly quotation.
    * - Apostrophe to show missing letters in words (geh'n; hab').
    * - Hyphen to separate syllables (single dash -, not =).
    * - Use commas correctly!
        * - Separate items in a series of three or more.
        * - After the salutation of a friendly letter.
        * - After the closing of a letter.
        * - To separate clauses in a sentence.

Maintain Conventions of Punctuation and Capitalization. (continued)

* -- Capitalize the first word in a sentence.
* -- Capitalize all nouns.
* -- Capitalize the first word in a direct quotation.
* -- Capitalize the first word in a salutation and closing of a letter.
* -- Indent the first line of a paragraph.

Maintain Handwriting Skills.

* -- Use legible cursive handwriting.

Extend Spelling Skills.

* -- Use Spelling skills drawn from German phonics.

FIFTH GRADE

COMPOSING

The student will:

Understand and Use Sentence Variety.

* -- Use the four kinds of sentences in compositions:
  * - Declarative (statement).
  * - Interrogative (question).
  * - Imperative (command).
  * - Exclamatory.

Participate in the Laboratory Process.

* -- Participate in the Laboratory Process for composition activities. (See Appendix A of "The English Language Arts Program"-MPS.)

Use Principles of Good Writing.

* -- Understand the definition of a paragraph.
* -- Identify and write topic sentences.
* -- Identify and write detail sentences.
* -- Understand the ordered development of a paragraph and of short compositions.
* -- Write organized paragraphs and short compositions.
* -- Write paragraphs and short compositions that have unity.
* -- Write paragraphs and short compositions that have continuity (logical sequence).
* -- Write with clarity.
* -- Use words that appeal to the imagination in writing.
* -- Avoid over-worked words by understanding that topics can be described in more than one way.

Engage in Composing Experiences.

* -- Write topical paragraphs.
* -- Prepare short written composition on a "how to" process.
* -- Prepare a one-paragraph theme of travel directions including distance and direction.
* -- Compose a short autobiographical narrative.

Use Symbols of Correction.

* -- Use the basic symbols of correction.
* -- Proofread written work (mechanics and usage).
* -- Edit written work (content).
* -- Rewrite written work to achieve an improve composition product.

FIFTH GRADE

OTHER WRITING EXPERIENCES

The student will:

Extend Creative Writing Skills.

-- Write poems.
* -- Write narrative short stories.
-- Write plays.
-- Write tall tales.
* -- Maintain journals and diaries.
-- Write riddles.

Extend Functional Writing Skills.

* -- Write book reports.
* -- Prepare written factual reports.
-- Write news articles that include who, what, when, where and why information.
* -- Write thank-you notes.
* -- Identify the parts of a friendly letter.
* -- Write friendly letters.
* -- Write invitations, replies, and announcements.
* -- Write "Diktat."

FIFTH GRADE

COMPREHENDING LITERATURE (APPRECIATION)

The student will:

Understand Story Elements.

* -- Identify and react to the character traits, roles, and motives in a selection.
* -- Identify the setting of a selection.
* -- Identify the plot of a selection.
* -- Identify and react to the tone and mood of a selection.

Recognize Types of Literature.

* -- Differentiate between autobiographies and biographies.
* -- Distinguish among folk, fairy, and tall tales.
* -- Respond to a variety of poems.
* -- Identify and respond to fables.
* -- Identify and respond to historical fiction.
* -- Identify and respond to informational articles.
* -- Identify realistic elements in modern fiction.
* -- Identify and respond to myths and legends.
* -- Respond to dramatic literature.
* -- Identify and respond to science fiction.

Techniques and Elements of Style.

* -- Recognize exaggeration in literature.
* -- Recognize simile in literature.
* -- Recognize metaphor in literature.
* -- Recognize flashback in literature.
* -- Recognize personification in literature.
* -- Recognize the point of view in literature (first person, third person).
* -- Distinguish between reality and fantasy in literature.
* -- Distinguish between fact and opinion in literature.
* -- Recognize rhythm and rhyme in poetry.
* -- Recognize foreshadowing in literature.
* -- Recognize imagery in literature.
* -- Identify the author's intent.

Comprehend the Direct-Reading Lesson Approach.

* -- Recognize and respond to the directed reading lesson in the presentation of literature. (See Appendix C of "The English Language Arts Program"-MPS.)

FIFTH GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Maintain Listening Skills.

* -- Listen to directions and explain them orally in proper sequence.

Maintain Speaking Skills.

* -- Demonstrate good articulation skills: pitch, stress, juncture, clarity.
* -- Demonstrate courteous greetings.
* -- Demonstrate courteous introductions.
-- Demonstrate starting conversation.
* -- Demonstrate conversation courtesy.
* -- Identify the characteristics of effective discussion.
* -- Participate in discussions.
-- Identify the steps in preparing for an interview.
-- Interview someone.
* -- Gather, organize, and express information clearly in an oral report.

Develop Creative/Dramatic Skills.

* -- Tell a story from memory in her/his own words, keeping the events in sequence.
* -- Use body language.
* -- Speak expressively.
* -- Participate in choral reading.
* -- Dramatize a story.
* -- Demonstrate expressive oral reading for listener enjoyment.

Maintain Appropriate Language for Classroom Conversation.

* -- Use language appropriate for classroom conversation.
* -- Recognize that there are dialectical differences in German.
* -- Use German at all times except for subjects specifically taught in English.

BEST COPY AVAILABLE

FIFTH GRADE

UTILIZING STUDY SKILLS

The student will:

Understand and Use Basic Location Aids.

* -- Interpret page numbers in a table of contents and index.
* -- Use the table of contents.
* -- Understand and apply alphabetical order.
* -- Identify key words found in an index.
* -- Recognize main topics in an index.
* -- Recognize subtopics in an index.
* -- Interpret cross-reference in an index.

Understand and Use Dictionary/Glossary.

* -- Use guide words to determine if a word is on a page.
* -- Identify entry words.
* -- Understand multiple word definitions.
* -- Understand that pictures illustrate some entry words.
* -- Understand that a sentence or phrase may be used to show word meaning.
* -- Reduce words containing suffixes to their root words.
* -- Locate words in the dictionary when given inflected forms.
* -- Use phonetic alphabet as aid in pronouncing words correctly.

Understand and Use Encyclopedia.

* -- Identify entry words.
* -- Identify key words.
* -- Select the correct encyclopedia volumes in which to locate specific information.
* -- Use guide words to determine if elected topic is on a page.
* -- Use section headings to gain information about each section of an entry.
  -- Use cross-references to find more information about subjects.

Organize and Evaluate Information.

* -- Decide if a subject is appropriae for a report.
* -- Consider if an information source is acurate and check different viewpoints.
* -- Maintain and extend ability to classify notes under main topics.
* -- Maintain and extend ability to summarize by stating main ideas in a few words.
* -- Maintain and extend ability to take notes on important facts from given information (oral and printed).
* -- Maintain and extend ability to use correct form in outlining subtopics and beyond.

SIXTH GRADE

LANGUAGE/BUILDING SENTENCES

The student will:

Develop Sentence Sense.

* -- Differentiate between a sentence and a non-sentence.
* -- Understand the function of the two major parts of a sentence: the noun as subject and the verb as predicate.
* -- Recognize and use the basic sentence patterns at least at a level of minimum competence.

Develop Sentence-Building Skills.

* -- Recognize and be able to expand basic sentence patterns through the processes of coordination and modification.
* -- Recognize and use function words like determiners, prepositions, intensifiers, and auxiliaries in expanding basic sentence patterns.

SIXTH GRADE

WORD POWER

The student will:

Develop Word Power.

* -- Understand word structure and origin.
* -- Understand that new words come into the German language from other languages.
* -- Improve oral and written communication through selection of words for exact meanings.
* -- Develop facility with words to denote order, likeness, or contrast.
* -- Grow in the ability to use varied word forms.
* -- Add suffixes and prefixes to root words (bases) to give words different meanings.
* -- Develop word lists of his/her own suffixes and prefixes.
* -- Expand content area vocabulary.

SIXTH GRADE

MAINTAINING USAGE AND MANUSCRIPT SKILLS

The student will:

Refine Usage and Manuscript Skills.

* -- Understand that there are varieties of oral and written language usage which depend upon time, place, and circumstance.
* -- Make a complete transition from manuscript to cursive writing.
* -- Refine spelling skills drawn from German phonics.
* -- Maintain conventions of capitalization and punctuation applying them accurately to her/his own writing.

SIXTH GRADE

COMPOSING

The student will:

Compose Paragraphs.

* -- Apply sentence-building and vocabulary-building techniques to the development of a single paragraph.
* -- Understand the purposes for writing a paragraph: information, entertainment, persuasion.
* -- Use description, narration, and exposition as methods of paragraph development.
* -- Use transition words like "nachdem, vorher, endlich, dann, schließlich" to link sentences within a paragraph.

Participate in the Writing Laboratory Process.

* -- Participate in writing laboratory process. (See Appendix B.)
* -- Reflect paragraph sense: topic sentence, unity, clarity, organization.
* -- Determine the topic sentence of paragraph.
* -- Organize supportive ideas.
* -- Compose rough draft.
* -- Share rough draft with teacher for evaluation.
* -- Revise and rewrite rough draft.
* -- Write final copy.
* -- Proofread the final copy.
* -- Participate in class and teacher evaluation of final copy.
* -- Understand the symbols of correction.

SIXTH GRADE

OTHER WRITING EXPERIENCES

The student will:

Refine Creative Writing Skills.

* -- Construct a short narrative.
-- Compose a dramatic scene or skit.
-- Compose within a poetric form like haiku or cinquain.

Refine Functional Writing Skills.

* -- Compose a friendly letter.
* -- Produce a business letter.
* -- Write a social communication.
* -- Write book reports.
* -- Write "Diktat."

SIXTH GRADE

COMPREHENDING LITERATURE

The student will:

Develop Literature Appreciation and Comprehension.

* -- Differentiate among various types of literature -- fairy tales, myths, legends, fables, nursery rhymes, fiction, biography, short essays, drama, and poetry.
* -- Respond and understand characterization in literature.
* -- Understand relationships between specific details and central actions and ideas in a piece of literature.
* -- Understand point of view in literature, including the author's physical perspective and attitude toward the subject.
* -- Understand and respond to mood and atmosphere as tonal values in literature.

SIXTH GRADE

ORAL LANGUAGE AND LISTENING SKILLS

The student will:

Maintain Appropriate Language for Classroom Conversation.

* -- Maintain use of language appropriate for classroom conversation.
* -- Recognize that there are dialectical differences in the German language.
* -- Use German at all times except for subjects specifically taught in English.

Practice Conventions of Social Conversation/Listening.

* -- Avoid embarrassing or hurtful statements.
* -- Express disagreement courteously.
* -- Question and clarify patiently.
* -- Attempt to include everyone in conversation.
* -- Discover interests of participants through questioning.
* -- Listen attentively and with interest.
* -- Respond to questions politely.

Develop Panel Discussion Skills/Listening.

* -- Learn conventions of panel discussions:
    * - Small group (speakers and chairperson).
    * - Give-and-take exchange with no prepared speeches.
    * - Preparation on topic to form opinions based on research.
    * - Chairperson as a facilitator.
    * - Open discussion when panel is concluded.
* -- Participate in panel discussions as speaker, chairperson, audience.
* -- Learn to accept criticism as growth experience.
* -- Learn to render criticism honestly and politely.

Refine Storytelling Ability/Listening.

* -- Select material that is interesting.
* -- Speak clearly and with appropriate emotions.
* -- Create characters, mood, suspense.

Refine Storytelling Ability/Listening. (continued)

* -- Lead to climax.
* -- Conclude quickly.
* -- Listen attentively.

Refine Reporting Skills/Listening.

* -- Select material (books, demonstrations, projects) that is interesting.
* -- Be knowledgeable about the topic.
* -- Use factual information, examples, and comparisons for clarity.
* -- Organize information logically.
* -- Summarize concisely.
* -- Listen attentively.
* -- Ask appropriate questions.

SIXTH GRADE

UTILIZING STUDY SKILLS

The student will:

Understand and Use Basic Location Aids.

* -- Maintain skills relative to use of indexes.
* -- Maintain and refine skills needed to use dictionaries efficiently.
* -- Refine knowledge of information available in dictionaries:
    * - Pronunciation.
    * - Spelling.
    * - Syllabication.
    * - Derivation.
    * - Parts of speech.
    * - Meanings.
* -- Maintain use of headings and subheadings to gain information, to organize, to outline, to paraphrase.

HAC/jh
6/4/85